

A return to course guide?

ISSUES & EVENTS

Vol. 4 No. 16 – February 8, 1973

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A student view

Controversy is brewing in the Faculty of Arts over the subject of course evaluations. And this time, they could be made compulsory.

The business of publishing students' remarks about professors and their courses was revived last Friday at a meeting of Arts Faculty Council where unanimous support was given to a proposal for some form of evaluation. Further, an unofficial show of hands produced a 14 to 10 decision in favour of compulsory evaluation, according to student representative Dan Moore.

Course evaluations were organized by the students' association a few years ago but faded after only two publications of "Arts Course Guide".

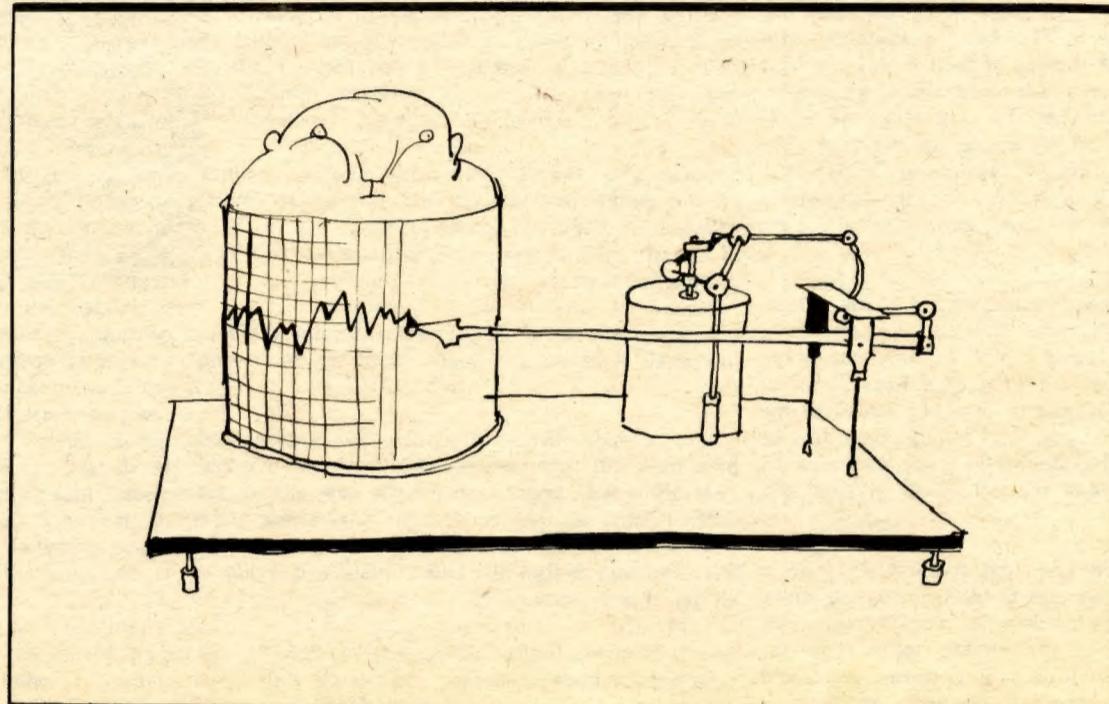
In the past evaluations were dependent on each professor's cooperation. If the new proposal is accepted by higher university committees, professors could find themselves forced to allow the distribution of questionnaires to students in class.

There was considerable discussion at the meeting about the merits of publishing course evaluations, says Moore. "We (students) said that we definitely want to see them published; but they (professors) argued about the confidentiality of certain reports." There was some feeling that any evaluations should rather be kept as "data" to be used in matters of contract renewal, tenure and promotion.

Moore suggests the last guide was unsuccessful because it was poorly administered. "We think that each department or department student organization should do their own evaluation, but following certain guidelines so that there is some continuity in the type of questions, then compile all the results in one course evaluation (for the faculty). Even if they don't want it published they could make copies available in the guidance office, the library, the departments and the admissions office, or something like that."

Moore thinks the questionnaire should examine, among other things, the professor's lecture style, his availability for appointments with students, his grading methods (is he personally involved in marking or is it all done by an assistant?) and the course work load, and the teaching assistant's effectiveness. And there should be provision for students to break out of the multiple-choice format and write comments about the courses they liked and disliked.

It would be too late to start course evaluations this year, Moore maintains, because experience has shown that they require a great deal of preparation to be successful. Nonetheless he feels that organizing should begin soon. "You have to break the barrier with the department administrations, otherwise they could give you a hard time. You have to set the schedule up well ahead of time so that everybody knows that course evaluations are going on at a predetermined date, so that you will get a class turnout of at least 80%. Otherwise your results don't mean anything."



As far as Moore is concerned, if the evaluations are going to be done, they will have to be compulsory and they will have to be published. "We (students) control in this respect. If they (the administration) are going to run a course evaluation, the most important thing they have to realize is that they are going to need our backing. Otherwise, we'll just run a hate campaign and tell the students to ignore it. They have to prove to the students that this going to be an effective means of improving the teaching in the university, not just another crazy process of gathering data for some crazy committee on the seventh floor of the administration building."

What weight should results of course evaluations be given in determining a professor's fate? Moore replies: "If a questionnaire was circulated in a department, and a particular professor was up for tenure, and let's say that he came out as a big zero as far as anything went – teaching ability, organization, availability to students – we would have a good strong argument for having him refused tenure, we would have the facts and figures to back us up."

With these concrete results, Moore claims, there would be no need for students to risk their academic careers.

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A faculty view

For a faculty viewpoint, *Evaluation Insight turned to sociology prof. Joseph Mouledoux who in turn, turned to Loyola's psychology prof. Lambert's position paper. The following is a transcription of that paper.*

If students of the university are to evaluate the faculty three criteria must be met. These criteria are as follows: evaluation must meet a criterion of validity, the evaluation must meet a criterion of reliability and an evaluation must meet a criterion of equity.

An evaluation can be considered valid if it measures some set of performances or performance capacities relevant to the performer who is being evaluated. For example, a faculty evaluation of a student is valid if it measures the student's academic performance and/or his learning achievement. Student evaluation of a faculty member is valid if it measures the skill with which he collects, organizes, presents and commends material.

An evaluation procedure can be considered reliable if its underlying validity is not attenuated by extrinsic measurement. Bias of the evaluator, misconceptions on the part of the evaluator with respect to what he is supposed to evaluate, ambiguity in the recording or presentation of evaluative information, license in the discussion

or summary of evaluative results lead to evaluations that represent extrinsic measurement, and thus procedures which allow such phenomena are likely to be unreliable.

An evaluation procedure can be considered equitable if injury to any party evaluated which is a consequence of invalidity or unreliability in the evaluation procedure is effectively redressable. An injured party must be able to appeal an injurious evaluation to an unbiased body which is able to consider evidence for and against the evaluation. Such a body must afford the injured party the opportunity to question his evaluators, examine the substance of injurious evaluations and present material countering that which causes the injury.

The use of any procedure of evaluation that is either invalid, unreliable or inequitable increases the probability that any individual who is evaluated by the procedure will suffer some injury. The use of any such procedure is therefore injurious in and of itself. Further, if such a procedure is employed without regard for the fact that valid, reliable and equitable procedures can be developed then this injury is done rampantly. Thus a faculty which subscribes to the procedure is immoral by reason of injuring itself and by reason of its example to its students. What is more, there can be no loss of integrity on the part of any institution which, committed to the merit of evaluation procedures that meet responsible criteria, suspends the process of some specific evaluation until appropriate procedures are found.

Training to become a twit: How you can overdo it

A team of psychologists and physical educators at the University of Windsor have a theory that practice can make imperfect, and some facts to back it. The theory seeks to help explain a type of educated idiot and why there are conforming nonconformists. It provides a reason why we often stumble as we try to climb the ladder of success and suggests why you always hurt the one you love. It helps explain why excellent athletes often make poor coaches and the grain of truth in George Bernard Shaw's epigram that those who can do, those who can't teach. The theory suggests a cause of accidents (including slips of the tongue) and how to prevent them and why the older generation dislikes change. It suggests a strategy of intellectual jiu jitsu by which the novice can make the expert's strength his weakness or cause the expert's skill to boomerang. It also suggests a cause of psychological and physiological stress and how to reduce it.

The part of the theory most central to the above ironies goes roughly like this: if we practice a simple act long enough it will become automatic habit. When it does we no longer need think in order to do it and thus can turn our minds to the solution of new problems and maybe even do two things at once. The automatic habit can also be performed faster than the act could at first and with less energy.

For instance, when you first learned to drive a car you had to stop and think before each move you made and were slow in responding, tired quickly, and had to concentrate entirely on the task. After you became a skillful driver, you could do the right things automatically and even carry on a conversation on a different subject while doing them. You could react faster, drive relaxed and not tire so quickly.

So far so good.

However, if now you no longer wish to perform the automatic habit but to do its exact opposite instead, you are in trouble. For you will be much worse off than if you had never learned the automatic habit at all.

When you still wished to perform the original response which had become automatic habit, your nervous system was acting as your ally, having rendered deliberation needless and wasteful. Now that you have redefined the previously good automatic habit as bad, your nervous system becomes your enemy.

How does your nervous system now trip you up?

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demic standing by sending a signed letter stating that a professor should not be given tenure for various reasons, and then getting a low course mark for doing so. "I know of a few students (with above average marks) who wrote to committees and failed their courses."

What if there were only a minority of students in a particular class who showed genuine interest so the professor directed his efforts to the few, thus incurring the disfavour of the majority? Moore believes the questionnaire can be designed to weed out unjustified comments.

"If you get 50% of the people saying the guy is a lousy professor, then you have an argument, but if you find out that a large proportion of the students are in there only because they have to make the course, then a good proportion are not really interested anyway."

He adds that there are known ways to determine if the courses are too easy, — if the professor is not rigorous enough.

Should a professor be condemned simply because his students disagree with his ideological posi-

You become caught on the horns of the following dilemma: 1) either you automatically do the wrong thing before you can check yourself, or 2) you become a nervous wreck.

Consider the former soldier who has just become a civilian again. When he first became a soldier he had to stop and think before saluting every officer. After he had been a soldier for a time, just as Pavlov's dog had learned to spit when he heard a bell, so this soldier would automatically salute when he saw an officer. Now, dressed in civilian clothes, he suddenly encounters an officer and involuntarily makes a fool of himself by saluting before he could check himself.

Suppose when the new cars come out the positions of the brake and gas pedals have been interchanged. A little girl suddenly darts out in front of his car and the veteran car driver automatically steps on the gas.

Practical jokers rely on the butt's automatic habits to 'make' him do the 'right' thing at the wrong time.

Social change favors the new generation and handicaps the old because whereas the younger generation only needs to learn the new, before the older generation can do that it must unlearn the old. If the old has been performed so often as to have become automatic habit, casting it aside is all the more difficult.

In climbing the ladder of success you need to join new groups whose customs often clash with those of your more lowly origins. If these earlier responses were practiced long enough to become automatic habit, they would become rungs on the ladder which trip you up, and expose your lowly origins for all to see.

Consider the bureaucrat. Taught to conform to the customs of the social organization in which he is employed, he learns to conform so well his responses become automatic habit. He becomes too rigid to easily change with the times as contradictory customs replace these automatic ones. Craig M. Mooney observes:

"The philosopher, Henri Bergson, referred to it as 'professional automatism.' The economist, Thorstein Veblen, called it 'trained incapacity.' The educationist, John Dewey, spoke of it as an 'occupational psychosis.' The sociologist, Kenneth Burke, remarked that 'people may be unfitted by being fit in an unfit fitness.' Harold D. Lasswell, another sociologist, observed that 'the human

tion? "No, definitely not," Moore responds. "If the guy happens to be a fascist or a Marxist, there's not too much you can do about it. The essential thing is: does he present the material, does he argue well, is he interesting and concerned about his students? If he is an ultra left wing radical who participates in demonstrations on Saturdays, organizes workshops and tries to overthrow the government, that's another question altogether. If you start bringing in that kind of data, then you're starting to feed the tinderbox for the administration to boot, or pressure, certain people out because of their political affiliations. I would rather stay away that kind of thing."

Indeed, Moore feels that evaluation reports could prove useful to professors. "The university could try to shaft a professor because of his politics, which has happened here. It would give us a means of protecting our interests in that we can argue for the maintenance of a certain professor. When good students write evaluations that a professor is good, you have to give that some kind of weight."

For professors who receive failing evaluation marks, Moore promises, there will be another chance. "We have seen people alter their lecture

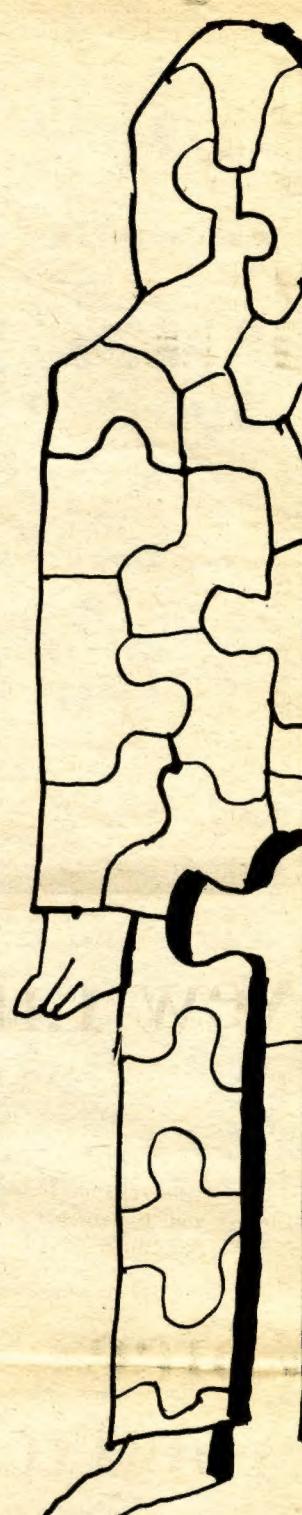
animal distinguished himself by his infinite capacity for making ends of his means."

Although this bureaucrat may wish to conform to the new customs, in automatic conformance to the old he inadvertently nonconforms to the new. *Witness then the involuntary nonconformist — his heart in the right place but his foot in his mouth, victim of a habit learned wisely but too well.*

Isn't it possible for the person whose responses have become outmoded automatic habits to prevent himself from committing *habit lag* or *involuntary nonconformity* errors? Yes, but only by becoming impaled upon the other horn of the dilemma. In other words, if your automatic habits are outdated, you're going to have to pay a price one way or another. The only way you can avoid the blunder of performing them is by becoming a "nervous wreck." If you believe it a matter of life and death to keep from accidentally performing your outmoded automatic habits, you probably can avoid committing them. You can manage this feat by constantly reminding yourself that if the relevant situation suddenly presents itself, you will *not* react automatically (i.e., instinctively). Yet to avoid such error under these circumstances you must act slowly, deliberately and with much stress and anxiety. Among the costs of such stress could be such psychosomatic ailments as ulcers, high blood pressure, allergies, heart trouble, alcoholism and drug addiction, etc.

The theory was originally suggested by La Fave and based on theories by psychologists William James, Gordon W. Allport, et al. The other members of this symposium each improved the theory further and contributed some factual support for it. The presentation by Dr. Reynolds shows that research on how the brain works supports the theory. While illustrating this, Dr. Reynolds provides an interesting new twist to some older ideas on how the brain stores information, and by *not* paying attention to it, brings about an "educated error".

Experimental evidence for the theory had been provided by La Fave and Peter Teeley. They played a sixth-grade boys' basketball team against an eighth-grade girls' — by girls' rules. As predicted, the boys often 'instinctively' played like boys when they wished to play like girls. But the best experimental evidence for the theory to date is presented at the symposium by Mannell on his M.P.E. thesis research under Duthie. Duthie, also the Chairman of the symposium, has related the theory to new facts in sports and athletics and other fields.



. . . if you no longer wish to perform the automatic habit but to do its exact opposite instead, you are in trouble. For you will be much worse off than if you had never learned the automatic habit at all.



New Lib.

Mrs. Cathi Campbell has been appointed head of the Science and Engineering Library.

She joined the staff in 1971 as reference librarian, and has been acting head of S&E since November.

Voice America

The United States Information Service has given the university some 200 books on urban studies.

USIS Montreal director Harrington Manville presented the collection to Principal John O'Brien at a wine and cheese reception Tuesday.

Speech Canada

The Academic Relations Program of the Department of External Affairs each year draws up a list of departmental officers who are prepared to address interested university groups as well as learned societies concerned with studies and research in international affairs. Speakers are not expected to perform as spokesmen in an official sense although they will normally refer to existing or previous government policies, comment on official views of Canadian interest and analyse world affairs in a speculative way against the professional background and personal experience they possess. The speakers are prepared to answer questions during ensuing discussions.

The Department's ability to respond to invitations is subject to the availability of travel funds, the pressure of work in Ottawa and prior commitments by speakers. While it is not possible to guarantee

acceptance of invitations relating to a particular subject and individual in every case, it is intended to do every thing possible to meet the wishes of those interested and it would make things easier if tours could be arranged to more than one university in a given geographical area, as this would represent a more economical use of resources and might help meet requests on a fair basis.

Not all major themes of foreign policy appear on the enclosed list. It is obviously difficult to include every important aspect of foreign policy in a program like this.

For more information, contact Audrey Williams at 879-5852.

Arthur Andrew:
Canadian Foreign Policy in the Pacific - Canada-China Relations.

A graduate of Dalhousie, Mr. Andrew is Director General of Asian and Pacific Affairs. He has been Ambassador in Israel, High Commissioner in Cyprus and Ambassador in Sweden. During the academic year 1969-70, he was seconded to the University of Toronto as a Foreign Service Visitor.

E.R. Bellemare:
Canadian Policy in Latin America

Mr. Bellemare, a graduate from Montreal University is the French Editor of International Perspectives. He has had assignments in Paris, New York and in Latin America, this is in Haiti, Mexico and Argentina. He has also acquired varied experience in several functions within the Department.

M.N. Bow:
Canada's Relations with Latin America

Mr. Bow, Head of Latin America Division, is an alumnus of the Universities of Alberta and British Columbia. He has served among other places in Madrid and Havana and has held various positions in Ottawa. Prior to his return to Ottawa, he was Ambassador to Czechoslovakia and Hungary.

H.H. Carter:
Perspective on South Africa

Mr. Carter who is a graduate of the University of Toronto has had postings in Washington, New York (Canadian Mission to the United Nations), The Hague and New Delhi. He has been Ambassador to Finland and has recently returned to Canada after having served as Ambassador to South Africa. He is presently the Director of African Affairs (Com-

Parade January 28, 1973:

Sylvia Hawkes, a British actress who worked in films in the early 1930's, was married to Lord Anthony Ashley, Douglas Fairbanks, Lord Edward Stanley, Clark Gable and Prince Dmitri Djorjadze. She is approximately 70, resides in Los Angeles, feels free to travel now that her dog, a Chihuahua, has passed on.

We suspect foul play.

monwealth Section) Division.

Jacques Cousineau:
The organization of African Unity

Mr. Cousineau is a graduate of the Collège André-Grasset and the University of Montreal, and has done post-graduate studies at the University of Syracuse. In the course of his career, Mr. Cousineau has been Second Secretary in Beirut, Counsellor in Addis Ababa, the post from which he has just returned. During the present academic year, he is foreign service visitor at the University of Montreal, departments of Political Science and Geography in the Faculty of Arts and Science.

André Couvrette:
Canada and French Africa

Mr. Couvrette studied at Montreal, Georgetown (Washington, D.C.) and at the Ecole Nationale d'Administration, Paris. He has fulfilled a variety of duties in the Department and abroad, he served in Rome, Lagos and Paris. He is now Director of the French Africa division in the Department.

Gordon E. Cox:
Canada and South East Asia

Mr. Cox, a graduate of the University of Toronto has recently returned from a dual posting as Canadian Ambassador to Thailand and High Commissioner to Bangladesh. Among other posts he held previously are those as Minister and Deputy Permanent Representative to the Canadian Permanent Mission to the United Nations, New York, and Canadian Commissioner to the International Commission for Supervision and Control in Vietnam. He is at present a foreign service visitor at York University in Toronto.

K.W. MacLellan:
New Perspectives on Canada-U.S. Relations

Mr. MacLellan is a graduate in International Relations from Oxford University. He has had assignments among other places in Berne, Los Angeles, Rome, and was advisor to the Canadian Commissioners I.S.C., Laos. He was also Counsellor in London. Prior to his present assignment as Director of U.S.A. divisions in the Department, he was Counsellor at the Canadian Embassy in Brussels.

J.M. Touchette:
Canada Relations with Western Europe and the European Economic Community

Mr. Touchette is a graduate from Ottawa and Harvard Universities. He specialized in Arab studies at the Middle East Center for Arab Studies, Lebanon. He served in Beirut and Cairo and has fulfilled a variety of duties in the Department. He is now Director of the Western European division in the Department.

J.A. Whittleton:
Canadian-West Indian Relations

Mr. Whittleton, who studies at San Francisco State College and the University of Oregon has been concerned with Canadian-Caribbean relations since January 1969. Prior to returning to Ottawa, he was posted to Dar-es-Salaam and Tel Aviv.

Jobs

RECEPTIONIST - FINE ARTS DEPARTMENT

Duties:

Switchboard; gives out routine information regarding Fine Arts Undergraduate programmes, etc.; distributes mail; orders office supplies; assigns keys and lockers to staff and students; assigns studio models to instructors and keeps records of payment to models; additional overload typing/clerical duties.

Qualifications:

A very calm but alert individual with accurate (but not necessarily fast) typing. At least conversational French is essential, a bilingual person would be preferred.

CLERK CASHIER OF2 - TREASURER ACCOUNTS OFFICE

Duties:

Take cash and cheques, make change write receipts, balance and make bank deposits, explain tuition contracts, do filing, answer phones, give general information.

Qualifications:

Ability to deal with people, cordial and neat appearance, good writer.

Interested candidates are invited to submit applications in writing, or by contacting the Personnel Officers as indicated below.

Nelson T. Gibeau
Local: 4521

Susan Silverman
Local: 8116

More News

Molin Rampersad defends his doctoral thesis "Studies in the Chemistry of Acetylenic Oximes and Amides" February 16 at 9:45 a.m. in room 1070 of the Hall Building.

Copy of the thesis is available at the Graduate Studies office.

Exhibition of Books

organized by Association Medi-Tech-Science

Place Bonaventure - 17 Elysée, floor E
February 12-23 9 a.m. - 5 p.m.

Several hundred books on medical, technical and scientific matters selected under the Franco-Quebec Agreement will be on display.

All SGWU faculty and students are invited.



WHODUNIT TO NATTY WOLFE? And who's afraid of Virginia New Journalism? Pressing questions to be answered soon, free. Raymond Chandler's "The Big Sleep" is an outrageously tricky Philip Marlowe yarn worth staying up for to see Bogey protect his Precious. Tom Wolfe follows with the Inside Lowdown.



SGWU THIS WEEK

thursday 8

BOARD OF GOVERNORS: Meeting at 1 p.m. in H-769.
CONSERVATORY OF CINEMATOGRAPHIC ART: "If" (Lindsay Anderson, 1969) with Malcolm McDowell, David Wood and Richard Warwick at 7 p.m.; "Accident" (Joseph Losey, 1967) with Dirk Bogarde, Stanley Baker, Michael York, Jacqueline Sasse, Delphine Seyring and Vivian Merchant at 9 p.m. in H-110; 50¢ students, 75¢ non-students.
WORKING WOMEN'S ASSOCIATION: Meeting 12:30 - 2 p.m. in staff lounge, 7th floor, Hall Bldg.; topics: salaries and grievances.
KARMA COFFEE HOUSE: Bruce Murdoch at 1476 Crescent St., 9 p.m.; \$1.
WEISSMAN GALLERY: Judy Kelly's exhibit, until February 20.
GALLERY I: John Miller's exhibit, until February 20.
BOTANY CLUB: Guest speaker Dr. W.F. Grant, McDonald College, on "Mutagenic Effects of Environmental Pollutants" at 1 p.m. in H-1259.

friday 9

COMMERCE FACULTY COUNCIL: Meeting at 9:30 a.m. in H-769.
SCIENCE FACULTY COUNCIL: Meeting at 2:15 p.m. in H-769.
KARMA COFFEE HOUSE: See Thursday.
GEORGIAN FILM SOCIETY: "Days and Nights in the Forest" (Satyajit Ray at 7 and 9 p.m.; "The Shame" (Bergman, 1968) with Max von Sydow and Liv Ullman at 10:30 p.m. in H-110; 99¢.
EDUCATIONAL TECHNOLOGY COLLOQUIUM: Lecture-discussion on "Behavioural Objectives" by Prof. George Geis, McGill Center for Learning and Development, at 4 p.m. in H-435.
INDIAN STUDENTS SOCIETY: Meeting 2-3:30 p.m. in H-413.

saturday 10

KARMA COFFEE HOUSE: See Thursday.
CONSERVATORY OF CINEMATOGRAPHIC ART: "J'ai même rencontré des tziganes heureux" (Aleksander Petrovic, 1967) with Bekim Fehmiu and Olivera Vuco at 7 p.m.; "Blow-Up" (Antonioni, 1967) with David Hemmings, Vanessa Redgrave and Sarah Miles at 9 p.m. in H-110; 50¢ students, 75¢ non-students.
GEORGIAN FILM SOCIETY: "The Shame" (Bergman, 1968) with Max von Sydow and Liv Ullman at 2 p.m. in H-110; 99¢.

monday 12

PHILOSOPHY COUNCIL: Meeting at 9:30 a.m. in H-769.
BOARD OF GRADUATE STUDIES: Meeting at 2 p.m. in H-769.

ARTS STUDENTS' ASSOCIATION: "The French Connection" at 4 p.m. in H-110; 25¢ (a best guy).
NEW MONTREAL POETRY: Marc Plourde at 8 p.m., Karma Coffee House, 1476 Crescent; free.

tuesday 13

GEORGIAN CHRISTIAN FELLOWSHIP: Bible study at 4 p.m. in room 303, 2050 Mackay.
WINTER CARNIVAL: Meeting at 3 p.m. in H-110.
KOSMIC KARMA KINEMA: "The Big Sleep" (Howard Hawks, 1946) with Humphrey Bogart and Lauren Bacall at 8 p.m., 1476 Crescent; free.
ENGLISH DEPARTMENT: Prof. William Blissett, of Toronto, on "The Wagnerian Cycle: A Century of Wagnerism in the Arts" at 9 p.m. in H-620.

wednesday 14

FINE ARTS DEPARTMENT: Play "How He Lied To Her Husband" at 12:30 and 8:30 p.m. in D.B. Clarke Theatre; free.
GEORGIAN CHRISTIAN FELLOWSHIP: Rev. Bowler gives his last talk on "Future Prophecy" at 3:30 p.m. in room 303, 2050 Mackay.

thursday 15

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Birds, the Bees and the Italians" (Pietro Germi, 1966) with Virna Lisi, Gastone Moschin and Nora Ricci at 7 p.m.; "Un Homme et une Femme" (Claude Lelouch, 1966) (English subt.) with Jean-Louis Trintignant and Anouk Aimée at 9 p.m. in H-110; students 50¢, non-students 75¢.
DAY STUDENTS' ASSOCIATION: Tom Wolfe at 2 p.m. in H-110; free with ID.
FINE ARTS DEPARTMENT: See Wednesday.
KARMA COFFEE HOUSE: Keith McKie, formerly of Kensington Market, at 9 p.m., 1476 Crescent; \$1.

friday 16

ENGINEERING FACULTY COUNCIL: Meeting at 2:30 p.m. in H-769.
FINE ARTS DEPARTMENT: See Wednesday.
CONSERVATORY OF CINEMATOGRAPHIC ART: "Kwaidan" (Kobayashi, 1965) Engl. subt.) with Michiyo Aratama and Katsuo Kakamura at 7 p.m.; "The Knack" (Richard Lester, 1965) with Rita Tushingham and Michael Crawford at 9:30 p.m. in H-110; students 50¢, non-students 75¢.
GRADUATE STUDENTS' ASSOCIATION: Guest speaker Dr. Paul Lin, Asian Studies Dept., McGill, at 8 p.m. in H-635.
POETRY READING: Dennis Lee reads in the main gallery at 9 p.m.; free.
POLITICAL SCIENCE STUDENTS' SOCIETY: Jean Cournoyer, Minister of Labour, at 1:30 p.m. in H-110.

Photos and notices of coming events should be in by Wednesday noon for Thursday publication (base-ment, 2145 Mackay) or call Maryse Perraud, 879-2823.

KARMA COFFEE HOUSE: See Thursday.

saturday 17

KARMA COFFEE HOUSE: See Thursday.
FINE ARTS DEPARTMENT: Play "How He Lied To Her Husband" at 8:30 p.m. in D.B. Clarke Theatre; free.
CONSERVATORY OF CINEMATOGRAPHIC ART: "Woman in the Dunes" (Hiroshi Teshigahara, 1964) (Engl. subt.) with Eiji Okada and Kyoko Kishida at 7 p.m.; "Les Parapluies de Cherbourg" (Jacques Demy, 1964) with Catherine Deneuve, Nino Castelnuovo, Marc Michel and Anne Vernon at 9 p.m. in H-110; 50¢ students, 75¢ non-students.

sunday 18

CONSERVATORY OF CINEMATOGRAPHIC ART: "Harakiri" (Kobayashi, 1963) (French subt.) with Tatsuya Nakadai and Shima Iwashita at 5 p.m.; "Le Guépard" (Luchino Visconti, 1963) with Burt Lancaster, Alain Delon, Claudia Cardinale, Paolo Stoppa and Serge Reggiani at 7 p.m.; "A Taste of Honey" (Tony Richardson, 1962) with Rita Tushingham and Murray Melvin at 9 p.m. in H-110; 50¢ students, 75¢ non-students.

notices

SGWU COLLEGIAL II STUDENTS should send applications for undergraduate studies to the Admissions Office by March 1.
WANTED: 2 or 3 bedroom furnished accommodation July and August for visiting professors; contact L.P. Singh, 879-5875.
TAY-SACHS clinic, sponsored by Hillel, on ground floor of Hall Building, Feb. 14, 12:30 - 2 p.m.

ISSUES & EVENTS

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